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ABSTRACT

Given the increasing number of limited-English-proficient (LEP) students entering New York City high schools who have experienced limited or interrupted formal education, there is a growing need to identify such students and to develop programs that satisfy their unique educational requirements. This report makes recommendations for establishing special dual literacy programs that promote dual language literacy and academic achievement through different tracks in native language arts (NLA), English-as-a-Second-Language (ESL), and subject area classes. The process of identifying LEP students who are candidates for dual literacy programs is discussed, as well as essential programmatic considerations, the importance of providing comprehensive support services to students, and the need to develop school-based exit criteria for the transition of participating students into the regular bilingual education program. The need to institute procedures for training the staff and for choosing or modifying curriculum and instructional materials is examined. Finally, funding requirements and sources of outside assistance are reviewed. (JL) (Adjunct ERIC Clearinghouse on Literacy Education)

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OFFICE OF HIGH SCHOOL BILINGUAL/ESL PROGRAMS

REPORT

ON

DUAL LITERACY PROGRAMS

FOR

LEP STUDENTS

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REPORT

on

DUAL LITERACY PROGRAMS

for

LEP STUDENTS

Standing Committee

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TABLE OF CONTENTS

		Page
	Introduction	i-ii
1.	Identification, Testing and Assessment of Target Populations	1
2.	Programmatic Considerations	3
	Samples of Instructional Programs for LEP Students Participating in a Dual Literacy Program	5
3.	Instructional Considerations	6
4.	Supportive Services	7
5.	Exit Criteria	8
6.	Curriculum and Instructional Materials	9
7.	Staff Development	11
8.	Resources	13
	Summary	14
	Acknowledgements	15

INTRODUCTION

In recent years, we have witnessed a proliferation of limited English proficient (LEP) students entering the high schools who have limited formal educational experiences. These students represent a large and growing number of LEP students from a variety of countries and language groups with the largest number identified as coming from Latin America (Spanish/Haitian-Creole) and Asia (Chinese/Vietnamese/Khmer). In each of these language groups, we see a consistent pattern of limited literacy in the native language, serious academic deficits across all subject and skill areas and great difficulty in developing linguistic skills beyond the most basic conversational levels in English. The severe gap in native language skills development has had a predictably negative impact upon these LEP students' performance in all phases of the regular bilingual education program. These students continue to lag far behind their better-educated peers in Native Language Arts (NLA), all substantive content areas (Social Studies, Science, Math, Occupational Education), and ESL where linguistic transference from L_1 to L_2 is significantly impeded.

The net effect of coming to grips with this problem has been the need to establish separate tracks of NLA, ESL and subject area classes within the context of the existing bilingual program in an attempt to promote dual language literacy and academic achievement. Such "programs within programs" currently exist in but a few schools, impacting upon a small percentage of LEP students who desperately need these alternative instructional services.

In addition to the programmatic quandary caused by the need to program numerous singleton classes, the implementation of a dual literacy program faces other obstacles with regard to supplementary budget considerations, curriculum development and adaptations, the identification and acquisition of appropriate instructional materials, the selection and training of pedagogical staff, the infusion of supportive services, the creation of an articulation network within the department(s) serving the target population, and a myriad of other equally pressing related issues.

Finally, identifying and serving those students who truly need a dual literacy program will be an important and crucial step in minimizing the increasing number of inappropriate referrals of LEP students for special education assessment. Students who enter our school system with a history of sporadic and/or interrupted educational experiences in their home country are NOT necessarily learning disabled but, rather, are educationally deprived. As such, the obligation to serve the educational needs of such students lies solely within the general education program via dual literacy programs. The following excerpt from a recent State Education Department policy paper* reinforces this point:

> Many limited English proficient or bilingual students are being referred inappropriately to special education, for several reasons. First, their school systems often do not have appropriate programs to meet their needs. Since some needed services are available within special education, although not to an adequate level, students are referred and sometimes placed in special education even without the presence of handicapping conditions.

*Excerpted from A Draft Regents Policy Paper and Proposed Action for Bilingual Education, Division of Bilingual Education, New York State Department of Education - Albany, New York 11234.

With these issues in mind as well as the urgent need to provide viable instructional programs to the target population, the Office of High School Bilingual/ESL Programs formed a standing committee consisting of the Deputy Director for Staff Development and Instructional Services, the Deputy Director for Organization and Planning, the Spanish Native Language Arts Project Director, the Coordinator of Proposal Research and Development and a Staff Development Specialist. The committee's mission was to research these critical issues and to develop a comprehensive plan for the purpose of recommending a framework for a cohesive, uniform approach to serving the target population. The committee enlisted the assistance of school-based pedagogues, A.P.'s/Supervision, Principals, staff from High School Superintendents' Offices, outside consultants, university-based personnel and other LEP advocates. The following report is the culmination of the committee's efforts. It is hoped that the report will result in High School Division mandates designed to properly identify, test and serve this "at-risk" LEP population.

For additional information, please feel free to contact Burt Posner, Deputy Director for Staff Development and Instructional Services, at 718-236-3533 or 718-935-5066.

1. IDENTIFICATION, TESTING AND ASSESSMENT OF TARGET POPULATION

A. Over-the-counter students

1. those students who have not completed at least six years of formal education in their native country

2. those students who may have "completed" seven or eight years of formal education but whose attendance may have been so sporadic and/or seriously interrupted that the students may need to participate in a literacy program before they are placed in the regular bilingual education program

Recommendations:

1. intake counselor or other professional designee (one who speaks the language of the student and is knowledgeable about the student's cultural background) should compile a complete Student Profile (Attachment #1) which includes:

   - extent of formal education
   - type of education (public, private, parochial, vocational)
   - how many years out of school
   - pattern of school attendance
   - whether child is from an urban or rural area
   - educational levels of older siblings and parents
   - parental attitudes about education
   - student's own aspirations

2. intake counselor or designee will administer an oral diagnostic test (Attachment #2) consisting of general information questions related to student's personal experiences and cultural behaviors. The test administrator may assess the student's responses according to the following criteria:

   - ability to follow oral directions
   - appropriateness of response
   - topic maintenance
   - continuity of expression
   - concept formation
   - flexibility in range of communication
   - use of vocabulary and syntactical structures

3. intake counselor or designee will follow up the oral diagnostic with a written diagnostic test (Attachment #2) on the same topic as the oral. The written test must be brief, open-ended and not overly structured, and be administered under favorable conditions (not too noisy, overcrowded room, etc.). The test administrator may assess the student's written responses according to the following primary and secondary criteria:

   primary
   - organization and flow of information (level of coherence)
   - completeness of contextual information
   - length and complexity of sentences
   - use of vocabulary and syntactical structures
   - topic maintenance

secondary
- mechanics (capitalization, punctuation, etc.)
- character production (for non-Roman alphabets)
- word boundaries
- repeated omission of letters

4. if the intake counselor or designee is not completely certain as to whether a student is a potential candidate for a literacy program after the oral and written diagnostics have been administered and assessed, a reading diagnostic test (Attachment #2) may be conducted*. The reading test must be brief, administered under favorable conditions, be on a relevant topic and reflect the appropriate range of reading ability of the student. The test may be administered orally or silently, followed by general information comprehension questions. Higher order thinking skills (analyzing, summarizing, synthesizing, evaluating, et al.) may need to be tested at this time in order to obtain a thorough assessment of the student's readiness to participate in the regular bilingual/ESL program.

5. the intake counselor or designee will again assess the results of the two or three diagnostics, review the Student Profile and determine whether the student should be placed in a literacy program as per the established criteria.

*Note - Due to the fact that there are few, if any, appropriate native language reading tests designed to measure native language literacy, and which are normed against a population comparable to the LEP students we are serving in the high schools, no specific test or evaluation criteria other than those described in 4. above can be recommended. It will be the decision of the counselor and other professional staff to choose appropriate reading instrument(s) or reading selection(s) and to develop more specific evaluation measures, if necessary, for the purpose of diagnosing native language literacy.

B. Articulated students

1. those junior high/intermediate school students who have been in an English Language School System for less than one full year and whose record indicates a pattern of failure in NLA, ESL and other substantive content areas should be tested for a literacy program

2. intake counselor or designee should follow the same procedures outlined in A. 1. - 5.

Recommendation:

1. where possible, counselors and/or other high school staff responsible for the identification and testing of candidates for a dual literacy program should articulate with junior high/intermediate school staff to identify and pre-test all potential candidates for the program prior to their entry into high school.

2. PROGRAMMATIC CONSIDERATIONS

A. Specific programmatic modifications must be implemented in order to properly serve the students targeted for a dual literacy program

1. the traditional four-year high school education model need not be considered when serving the needs of students in a literacy program as these students may need additional time to develop and reinforce literacy skills before they are placed in the regular bilingual education program

2. students will be block-programmed for all substantive content areas for a period of one full semester or one full school year; only those students who show less-than-average academic achievement will be considered for additional time in a dual literacy program (refer to EXIT CRITERIA, Recommendations, page 8)

3. the size of any literacy class must not exceed fifteen (15) students

4. double-period classes (NLL, ESL) should be programmed back-to-back to allow for more intensive instruction

5. a paraprofessional who speaks the native language of the students should be assigned to assist these students in all classes during the school day

6. one room should be set aside to serve as a classroom/learning resource center which can be equipped with the pertinent instructional and support materials needed to serve the participating students

7. the criteria for developing instructional objectives for each course as well as criteria for measuring achievement for each course should be developed in-house among the A.P.'s/Supervision, teachers and other professional staff. These criteria may vary slightly from school to school considering the numerous variables inherent in serving this diverse population.

8. full credit towards meeting minimum diploma requirements must be granted for the successful completion of every language and bilingual content area class

9. teachers selected for the dual literacy program must be experienced pedagogues who evince an understanding of the affective, cultural, linguistic and academic needs of the students

10. all teachers serving students in a literacy program should share one common professional period for the purpose of articulation

11. students participating in a dual literacy program must have equal access to all after-school occupational/vocational education programs and the opportunity to participate in an appropriate summer (bridge/transition) program upon completion of at least one full term in a dual literacy program at the home school. The academic/occupational/vocational components of the summer program must afford the participating students the opportunity to earn full course credit towards meeting minimum diploma requirements as well as to reinforce the linguistic/academic skills necessary for success in the regular bilingual education program.

12. an instructional program for students participating in a literacy program should allow for maximum programmatic flexibility and include coursework designed to improve the students' linguistic, academic and cognitive skills in L_1 and L_2 as well as to introduce the students to occupational/vocational subjects.

SAMPLES OF INSTRUCTIONAL PROGRAMS FOR LEP STUDENTS PARTICIPATING IN A DUAL LITERACY PROGRAM

Model A (ungraded classes, least-literate students)

double period - Native Language Literacy
single period - English as a Second Language*
single period - Math (Native Language)
single period - Social Studies (Native Language - see description on page 6)*
single period - Occupational Educ./Career Awareness & Development (Native Language)
single period - Physical Education
Lunch

* If a double period of ESL is deemed imperative for all Model A students, the counselor may substitute an additional period of ESL for Social Studies. Please note that the ESL instructional program should include content-based instruction in Social Studies as well as other content areas. But, infusing content area materials into an ESL class will NOT provide credit towards meeting the minimum requirements for a high school diploma in Social Studies. Counselors may wish to consider this when programming students in a dual literacy program. Also, other alternative courses such as Art, Music, etc. may be provided for credit, where applicable.

Model B (ungraded classes, semi-literate students)

single period - Native Language Literacy
double period - English as a Second Language
single period - Social Studies (Native Language - see description on page 6)*
single period - Math (Native Language)
single period - Occupational Educ./Career Awareness & Development (Native Language)
single period - Physical Education
Lunch

Reminder - Models A and B are offered here solely as sample programs. The actual program of participating students may differ slightly from site to site. The final decision as to the components of any participating student's program will be made by the counselor, supervisor(s) and other professional staff responsible for the dual literacy program at each site.

3. INSTRUCTIONAL CONSIDERATIONS

A. the linguistic/academic and cognitive needs of target students must be attended to in the content area classes. It is strongly recommended that only experienced pedagogues be assigned to these classes (see page 3, #9).

Recommendations:

1. NLL/ESL instruction must (be):

- process-oriented (communication, reading, writing, thinking skills)
- experiential (survival skills)
- integrative (all four skills must be interrelated and reinforce each other)
- content-enriched (infused with elements of the content area curriculums)
- culturally enriching
- incorporate study skills

2. Bilingual Math instruction (consumer math, business math, fundamentals of math):

- should focus on language development as one of its major goals
- must be appropriate to needs of students as judged by a placement test
- should focus on process and content
- must not be overly embedded with difficult register
- should involve manipulatives and include content and language objectives
- must be provided in the students' native language
- must prepare students for the regular bilingual Math sequence

3. Bilingual Social Studies instruction:

- may be presented as a basic skills, survey course focusing on:
  - map skills
  - geography
  - survival skills
  - community orientation
  - citizenship
  - human relations
  - multicultural understanding and awareness
- should focus on language development as one of its major goals
- should include map work, visuals, films, trips, guest speakers, hands-on materials, and independent projects
- must be presented in the students' native language
- must prepare students for the regular bilingual Social Studies sequence

4. Occupational Education/Career Awareness and Development instruction:

- must be presented in the students' native language
- should provide for hands-on experience and individual and group projects
- should include linguistic/cognitive growth as one of its major goals
- must be purposeful (keyboarding, recordkeeping, industrial arts, all appropriate cluster areas, etc.)
- must prepare students for any additional bilingual Occ. Ed. classes.

Note - All students in a dual literacy program should have maximum access to computer-assisted instruction across all content areas.

4. SUPPORTIVE SERVICES

A. a comprehensive program of supportive services is crucial for participating students

Recommendations

1. guidance counselors who speak the native language of the students must see each individual student regularly to evaluate the student's affective needs and academic progress

2. group guidance services must be made available to participating students on a weekly basis where counselors encourage group interaction and direct expression of feelings, opinions, needs, aspirations, etc.

3. counselors and family assistants should meet frequently with teachers in the dual literacy program to share new or updated information on the students' affective needs (particularly as they may impact on student performance and behavior)

4. parents need to be involved in the supportive services process as much as possible - parents should be asked to meet regularly with guidance counselors, family assistants and/or among themselves to share their opinions and feelings as well as to be updated on their child(ren)'s progress

5. family assistants who speak the native language of the students need to work directly with students and their parents as an extension of the supportive services provided by the school

6. a buddy system (peer tutoring) involving an older student who speaks the native language of the student should be implemented - buddies will meet with students formally (in class) and informally (lunch, before or after school) to provide academic assistance (homework, etc.) and support the affective needs of the students

7. all school resources must be made available to students (job counseling, SPARK, medical/health services, teen pregnancy, et al.)

8. where possible, access to a bilingual social worker should be made available to further enhance the supportive services network.

5. **EXIT CRITERIA**

A. The underlying premise of a literacy program is to prepare students for the rigors of the bilingual general education academic program. As such, exiting students from literacy programs to the regular bilingual education program must be carried out in a timely fashion, either after one full term or one full school year. Students participating in a literacy program must be tested on an ongoing basis in order to determine their progress and readiness for the regular bilingual education program. Tests must be teacher-made, criterion-referenced, focus on language and content, and attempt to provide a realistic transition to the demands of the regular bilingual education program. Only those students who do not reach the expected levels of achievement on these tests should be retained in a dual literacy program for more than one full year.

B. Students participating in a Model A type program (page 5) who reach the expected levels of achievement as judged by the school-based professional staff, but who may benefit from additional time in a dual literacy program, may be considered for a Model B type program (page 5) before entering the regular bilingual education program.

C. Students who enter a high school in mid-term and who qualify for participation in a dual literacy program must be given the opportunity to complete at least one full term before exiting. If necessary, participation for two full terms must be offered prior to exiting.

Recommendations:

1. all students must be re-evaluated at the end of the first term to determine academic progress and the student's readiness for the regular bilingual education program; students who have shown better-than-average achievement in NLL and ESL (based on criteria developed by school-based professional staff) should be considered for the regular bilingual education program

2. all students must be re-evaluated after one full year of participation in a dual literacy program; only those students who have shown less-than-average achievement in NLL, ESL and other content area subjects (based on criteria developed by school-based professional staff) should be considered for additional or other services

3. to ensure a successful transition into the regular bilingual education program the counselor must carry out follow-up procedures: updates on student progress should be conducted regularly and at each report card interval; feedback from the NLL, ESL and content area teachers must be collected regularly; continued supportive services (refer to pages 7-8) must be provided, as needed; articulation among the teachers in the dual literacy program and the regular bilingual education program should be encouraged

6. CURRICULUM and INSTRUCTIONAL MATERIALS

A. Curriculum adaptations and instructional guidelines that are language and content appropriate must be researched and prepared for NLL, ESL and the major content area classes in the dual literacy program. A curriculum and instruction committee consisting of the A.P./Supervision, teachers and other professional staff participating in the dual literacy program should be formed at each site for the purpose of studying and evaluating the NLL, ESL and content area curricula currently in force at each site. The committee will make specific recommendations regarding necessary curricular adaptations and guidelines. The committee will meet on an ongoing basis and will collaborate with the SDS from the Office of High School Bilingual/ESL Programs as well as outside agencies and/or consultants, as needed.

B. The Office of High School Bilingual/ESL Programs will serve as a program-wide clearinghouse responsible for identifying, collecting, editing and/or disseminating textbooks, instructional materials, resource materials and curricula used in other districts serving similar language minority populations. The materials will be evaluated for appropriateness, language and content quality and applicability to the dual literacy programs in New York City high schools. District administrators, supervisors and teachers will be contacted for direct feedback/evaluation on the effectiveness of said materials. All materials will be made available to participating schools for their evaluation and implementation.

C. The Office of High School Bilingual/ESL Programs will compile a comprehensive bibliography of instructional materials and resources which have been deemed appropriate for the population to be served. The bibliography will also include a listing of consultants and program/curriculum developers and researchers. This information will be updated and disseminated to the field on a regular basis.

D. The Office of High School Bilingual/ESL Programs will establish linkages with professional organizations, universities and independent researchers who will provide up-to-date information of the process of curricular formation and adaptation for first and second language development/acquisition.

Recommendations:

1. NLL (least-literate track)

   - the Office of High School Bilingual/ESL Programs, funded through a State Incentive Grant, will prepare a Resource Guide outlining functional guidelines for developing native language literacy among Spanish-speaking LEP students assessed to be among the least literate in the regular bilingual education program (date of inception: February 1989; date of initial draft: June 1990)

   - similar projects need to be pursued for the other two major language groups: Chinese and Haitian/Creole

- existing materials for Native Language Arts (commercially-prepared and/or teacher-generated) in Spanish, Chinese and Haitian/Creole should be identified and, where necessary, adapted to meet the instructional needs of participating students at selected sites. Staff from the Office of High School Bilingual/ESL Programs will work collaboratively with A.P.'s/Supervision and teachers at selected sites to develop appropriate materials for this effort

- the Office of High School Bilingual/ESL Programs will set aside a budget for the purchase and/or reprinting of appropriate instructional materials for NLL programs

- the Division of High Schools should provide a budget for consultants to make field visits to target sites for the purpose of conducting comprehensive needs assessments of existing curricula and instructional materials. Said consultants will recommend appropriate curricular adaptations and train on-site staff to develop instructional materials which are language and content appropriate.

2. NLL (semi-literate track)

- the Office of High School Bilingual/ESL Programs, funded through a State Incentive Grant, has produced a Curriculum Resource Guide outlining instructional objectives and pedagogical approaches presenting native language literacy to Spanish-speaking LEP students assessed to have somewhat limited to moderate literacy (date of dissemination: January 1989)

- similar projects need to be pursued for the other two major language groups: Chinese and Haitian/Creole

- existing materials for Native Language Arts (commercially-prepared and/or teacher-generated) in Spanish, Chinese and Haitian/Creole should be identified and, where necessary, adapted to meet the instructional needs of participating students at selected sites. Staff from the Office of High School Bilingual/ESL Programs will work collaboratively with A.P.'s/Supervision and teachers at selected sites to develop appropriate materials for this effort.

- the Office of High School Bilingual/ESL Programs will set aside a budget for the purchase and/or reprinting of appropriate instructional materials for NLL programs

- the Division of High Schools should provide a budget for consultants to make field visits to target sites for the purpose of conducting comprehensive needs assessments of existing curricula and instructional materials. Said consultants will recommend appropriate curricular adaptations and train on-site staff to develop instructional materials which are language and content appropriate.

The Office of High School Bilingual/ESL Programs will seek out curriculum materials from districts outside of New York City that serve similar populations for the purpose of replicating, adapting and further developing appropriate instructional materials for all levels of NLL programs.

3. English-as-a-Second Language

- the existing New York State Core Curriculum in ESL for Secondary Schools will provide the focus for the ESL component of the dual literacy program. A.P.'s/Supervision, teachers and Staff Development Specialists will collaborate to make specific curricular modifications at each target site that best address the needs of participating students. Where necessary, per session monies will be solicited from the Division of High Schools for this purpose.

- existing ESL materials will be identified and, where necessary, adapted to meet the instructional needs of participating students at selected sites. Staff from the Office of High School Bilingual/ ESL Programs will work collaboratively with A.P.'s Supervision and ESL teachers to develop guidelines for the adaptation, implementation and evaluation of ESL materials at each site.

- the Office of High School Bilingual/ESL Programs will set aside a budget for the purchase of appropriate instructional materials for the ESL component of the dual literacy program

4. Social Studies, Math, Occupational Education

- in conjunction with the Social Studies and Mathematics Units of the Office of Curriculum and Program Development, committee members from the Office of High School Bilingual/ESL Programs, site A.P.'s and teachers will explore alternative curriculum models that address the specific linguistic, affective and academic/cognitive needs of participating students (refer to pages 6-7 for instructional considerations). Adaptations to Global Studies I and II and Fundamentals of Math I and II will be explored. Such adaptations will continue to emphasize concept formation, reinforcement of relevant content, development of process skills and those learning strategies which promote critical thinking and facilitate transference. In addition, all curricular adaptations must address the linguistic and cognitive needs of participating students. Courses of study for any content area course with said curricular modifications should be submitted to the appropriate unit of the Office of Program and Curriculum Development for review. The above courses adapted to serve this population will carry full course credit and serve to access participating students into the existing bilingual Social Studies and Math sequences.

- some curricular modifications may be necessary to allow participating students full access to the numerous occupational education courses at each school. Occupational education supervisors and teachers in conjunction with Staff Development Specialists from the Office of High School Bilingual/ESL Programs will collaborate in determining what modifications, if any, are necessary in terms of instructional goals, daily classroom activities, testing procedures, curriculum mandates, reading materials, et al. Occupational Education Specialists from the Office of Curriculum and Program Development will be consulted to assess curricular needs and recommend modifications and strategies for implementation.

7. STAFF DEVELOPMENT

A. Ongoing staff development activities must be conducted involving all professional staff members who serve the participating students.

1. Staff from the Office of High School Bilingual/ESL Programs will provide ongoing staff development services to principals, cabinet members, guidance and supportive services staff, teachers and paraprofessionals. The specific activities will include, but not be limited to:

   a. conducting sensitivity workshops for all staff which focus on cross-cultural and socialization factors as well as experiential patterns which impact on cognitive and affective growth;

   b. working with guidance and supportive services staff to develop needed service models which will attend to the affective needs of participating students;

   c. working cooperatively with programming personnel to plan and implement appropriate programmatic models for participating students;

   d. conducting pedagogical workshops for A.P.'s, teachers and paraprofessionals to develop mutually agreed-upon instructional models in each substantive content area as well as in the ESL and NLL classes;

   e. collaborating with curriculum committees at each site to plan and implement curricular modifications;

   f. arranging for and participating in on-site articulation meetings for the purpose of sharing information on participating students as well as for planning joint instructional and supportive services;

   g. organizing inter-school visitations for participating staff for the purpose of exchanging information and experiences in providing services to participating students at different sites.

2. School-based staff development initiatives must be undertaken to supplement outside efforts. The professional staff responsible for the dual literacy program at each site should devise a plan which outlines specific staff development activities to be carried out on-site.

3. The Office of High School Bilingual/ESL Programs will enlist the support of members of professional organizations, universities and independent research groups who will assist in developing workable staff development models for participating staff members. These consultants will visit specific sites to evaluate curriculum, offer pedagogical assistance, assess extent of supportive services provided and make recommendations for improved services.

4. Staff from the Social Studies and Mathematics Units of the Office of Curriculum and Program Development will conduct training sessions and workshops for Staff Development Specialists of the Office of High School Bilingual/ESL Programs on a turnkey training basis. The SDS's will, in turn, assist on-site A.P.'s/Social Studies and Mathematics in developing practical training models for the teachers involved in the dual literacy program from their respective subject areas.

5. Participating staff members at each site should be permitted to attend workshops, conferences and seminars which address the needs of the participating students. Staff members at each site, in cooperation with the Office of High School Bilingual/ESL Programs, should develop professional linkages to enhance instructional, curricular and supportive services to participating students.

8. RESOURCES

A. The successful implementation of a dual literacy program will depend heavily on the availability of a wide variety of resources.* As such, the committee puts forth the following recommendations:

1. categorical funds will be solicited from the State Education Department to assist target sites in implementing dual literacy programs;

2. the Division of High Schools must guarantee additional tax-levy support to target sites that implement dual literacy programs;

3. Title VII proposals for this "special, at-risk population" should be prepared centrally to provide additional supportive services and resource/curriculum specialists as described in this report;

4. technical assistance will be provided by staff from the Office of High School Bilingual/ESL Programs to school sites that wish to prepare on-site Title VII proposals to serve the target population;

5. professional organizations will be contacted for supplemental support services for curriculum development, staff development and evaluation;

6. the support of universities that have been involved in serving the needs of LEP students will be enlisted for the purpose of providing tutors, curriculum developers and staff development specialists who will participate in program-wide activities;

7. recognized language associations such as: NYSTFL, NYSTESOL, ACTFL, AATSP, et al, will be contacted for the purpose of promoting research on dual literacy, stimulating interest and dialogue on services to the target population and exploring available funding sources to supplement existing budget considerations;

8. a citywide steering committee consisting of A.P.'s/Supervision, designated teachers and staff from the Office of High School Bilingual/ESL Programs should be formed for the purpose of reviewing the process of soliciting and disseminating available budgetary resources and making recommendations for alternative service options.

*Note - Additional funding notwithstanding, each school that establishes a dual literacy program will inevitably have to consider some re-structuring of its tax-levy budget. While it may be difficult to predict exactly how many additional units will be necessary for this program, it is certain that the school's unit allocation will be affected to some degree.

SUMMARY

Given the growing numbers of LEP students entering the New York City high schools who have had limited or interrupted formal educational experiences, and given the limited and fragmented services provided to them at only a few high schools, the Office of Bilingual/ESL Programs and the Standing Committee on Dual Literacy Programs support the need for High School Division mandates to address the issues of identification, testing and provision of educational services to this "at-risk" population. This report details the various procedures and considerations needed to successfully initiate a cohesive and uniform approach to serving this population via dual literacy programs.

Summarizing the key points of the report, there is an immediate need to:

- identify over-the-counter and articulated LEP students who may be candidates for a dual literacy program (refer to pages 1-2)

- administer a series of diagnostic tests to corroborate the need for a placement in a dual literacy program (refer to pages 1-2)

- incorporate a series of programmatic considerations which are essential for the successful implementation of a dual literacy program (refer to pages 3-4)

- adopt an appropriate instructional model to serve the participating students according to their linguistic/academic needs (refer to pages 5-7)

- provide a comprehensive program of supportive services to attend to the students' affective concerns, to include parents in the program process and to offer a wide range of school-wide services and resources to participating students (refer to pages 7-8)

- develop school-based exit criteria to properly transition participating students into the regular bilingual education program (refer to pages 8)

- establish school-based curriculum and instruction committees for the purpose of recommending curricular modifications and appropriate instructional materials for Native Language Literacy (NLL), English-as-Second Language (ESL) and all substantive content area classes (refer to pages 9-11)

- institute a comprehensive program of staff development for all site personnel involved in the delivery of services to participating students (refer to pages 11-13)

- seek out budgetary resources from a variety of sources and enlist the assistance of outside agencies and universities to provide technical and manpower assistance to schools implementing dual literacy programs (refer to pages 13)

The Standing Committee, after consultations with numerous high school and university educators as well as members of outside agencies and advocate groups, agrees that the successful realization of a dual literacy program within the existing context of a New York City high school depends upon the implementation of the recommendations outlined in this report. We strongly urge the development of High School Division mandates to take effect beginning in September 1989.

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Rona Armillas
Stephen Glickman
Manuel Menendez
Nellie Mulkay
Burt Posner, Committee Chair

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Carmen Miranda, Theodore Roosevelt High School
Robin Willner, Interface

Attachment #1

Dual Literacy Program

LEP Student Profile

Name of Student _____ Date of Birth _____ Student I.D. # _____

Address _____ Telephone # _____

1. _____ Country of Origin 1a. _____ City or Town

2. _____ Kind of School(s) Attended (Public, Private, Parochial, Vocational, Other)

3. Total Number of Years of Formal Education _____

4. Periods of Extended Absence from School and Reasons(s) for Such Absences (to be elicited by counselor via discussion/question-answers with parent(s))

_____

_____

5. Last Date Attended _____

6. Level of Parents' Education: Mother _____ Father _____
(Indicate: Elementary, Secondary, University, other)

7. Ages and Level of Education of Siblings:

	Age	Education
1. _____	___	_____
2. _____	___	_____
3. _____	___	_____
4. _____	___	_____

8. Parental Attitudes Toward Education of Child (to be elicited by counselor via discussion/question-answers with parent(s)) _____

_____

_____

9. Student's Attitude toward Education and Career Aspirations (to be elicited by counselor via discussion/question-answers with student)

_____

_____

_____

_____

_____

_____

10. Other Pertinent Information (to be elicited by counselor via discussion/question-answer with parent(s)) _____

Attachment #2

Dual Literacy Program

Intake Evaluation and Recommendations

1. Oral Interview	Satisfactory	Not Satisfactory
a. ability to follow oral directions	_____	_____
b. appropriateness of response(s)	_____	_____
c. topic maintenance	_____	_____
d. continuity of expression	_____	_____
e. concept formation	_____	_____
f. flexibility in range of communication	_____	_____
g. use of vocabulary and syntactical structures	_____	_____

Evaluation of Oral Skills _____

_____

_____

_____

2. Writing Diagnostic	Satisfactory	Not Satisfactory
Primary Criteria		
a. organization and flow of information	_____	_____
b. completeness of contextual information	_____	_____
c. length and complexity of sentences	_____	_____
d. use of vocabulary and syntactical structures	_____	_____
e. topic maintenance	_____	_____
Secondary Criteria		
a. mechanics (capitalization, punctuation, etc.)	_____	_____
b. character production (non-Roman alphabets)	_____	_____
c. word boundaries	_____	_____
d. repeated omission of letters	_____	_____

Evaluation of Writing Skills _____

_____

Intake Personnel Evaluation and Recommendations

3. Reading Comprehension	Satisfactory	Not Satisfactory
a. comprehension of factual information	_____	_____
b. higher order thinking skills	_____	_____

Evaluation of Reading Skills _____

_____

_____

_____

RECOMMENDATION

1. Review established criteria for identification of target students;
2. Review Student Profile;
3. Review results of diagnostic exams (oral, writing, reading);
4. Make recommendation below.

Student recommended for Dual Literacy Program _____

Student recommended for regular bilingual education program _____

Comments: _____

_____

_____

_____

_____ _____

Date Name of Person(s) Making Recommendation